

Comprehensive School Improvement Plan (CSIP) Redesign Technical Assistance

**Iowa Department of Education
October 29, 2003**



Part 1--October 2003 ICN

Introduction to CSIP Redesign and Ongoing Technical Assistance 2003-04

Uses of this Power Point for Various Audiences

- **Board members, advisory groups, administrators, teachers, consultants, etc.—you can tailor your presentation to the audience**
- **Click on the appropriate ICON in your toolbar for any of the following:**
 - **Power Point Show**
 - **Note-taking pages (print multiple slides per page)**
- **Choose slides most appropriate to your audience**

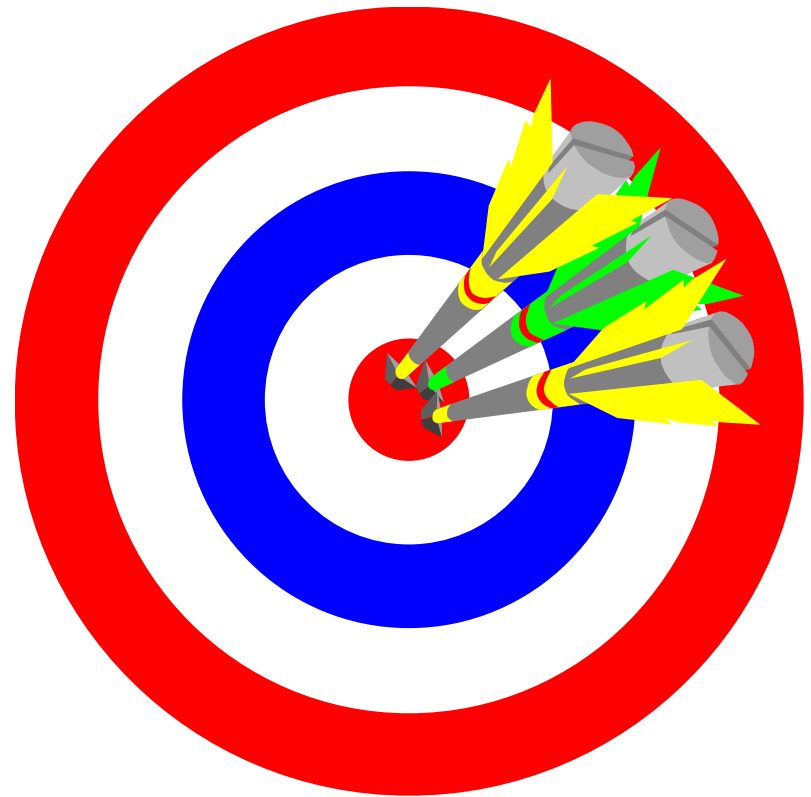
CSIP Redesign Contributors

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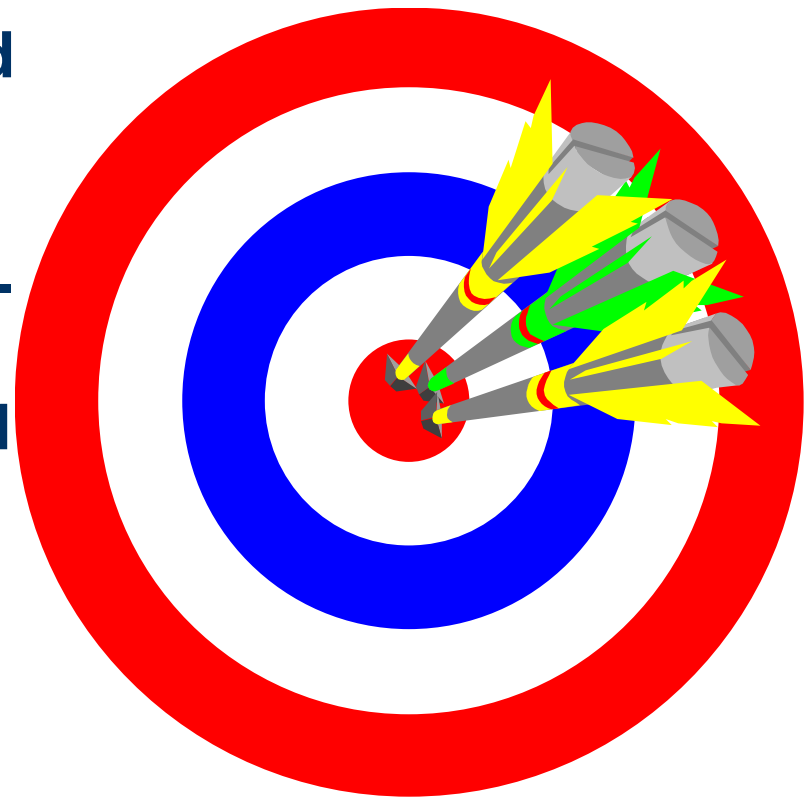
Session Purposes

- Identify current CSIP supporting documents used in Part I
- Introduce Iowa's Comprehensive School Improvement Plan (CSIP) redesign
- Introduce preliminary CSIP web design



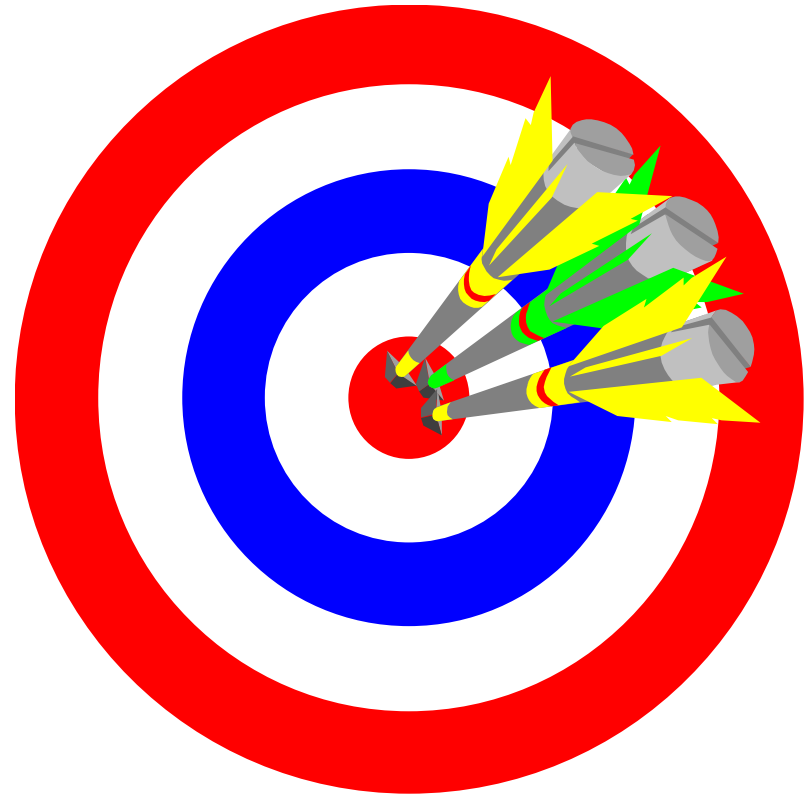
Session Purposes

- Present CSIP requirements: rules and statute interpretation matrix
- Present Westlake CSD-- its CSIP thinking process for Question #1 “What do data tell us about our student learning?”



Session Purposes

- Present Department's plan for technical assistance for the 2003-2004 school year
- Request CSIP Contact Person--E-mail distribution list AEA and LEA
- Present Chapter 12 rules interpretation matrix



Distribution of Information

- **Each superintendent, administrator of an accredited nonpublic school, AEA chief, and AEA director received an e-mail with CSIP documents for October attached.**
- **The October ICN is being videotaped and will be distributed to each AEA.**
- **All CSIP documents will be available on the Department's web site, including the Chapter 12 rules interpretation matrix.**

October Documents to Support CSIP Development

- **Teaching and Learning Connections among State and Federal Requirements: Constant Conversations Over Time**
- **Constant Conversation Questions-- Framework to Guide Thinking**
- **Flowchart--Efforts to Increase Student Achievement in Iowa**

October Documents to Support CSIP Development

- **Westlake Community School District: CSIP Thinking Process (Non-regulatory Guidance)**
- **CSIP Rule/Statute Interpretation Matrix (Regulatory Guidance)**
- **Chapter 12 Rule Interpretation Matrix (Regulatory Guidance)**

CSIP Redesign Iowa Stakeholder Groups Surveyed Summer 2003



- **Superintendents**
- **School Improvement
Advisory Committee
Members**
- **Teachers**
- **DE Consultants**
- **AEA Consultants**
- **Professional
Organizations**
- **DE Senior Staff**

Stakeholders' Expectations

- **Efficiency and Time**
- **Collaboration**
- **Common Understanding**
- **Meaningful Improvement**
- **Accountability: Improved Student Achievement**

CSIP Redesign Attempting to Eliminate “Force Fit” Requirements

- **Federal and state requirements “topics” after NCLB = 112**
- **CSIP requirements “topics” determined to be those most applicable to four “constant conversation” questions = 43**

CSIP Redesign Program Application for State and Federal Funds

- **The CSIP functions again as the five-year program application for state and federal funds.**
- **All program requirements will be met/monitored through a variety of venues, one of which is the CSIP.**

CSIP Redesign Program Application for State and Federal Funds

Federal Funds

- Title I, Part A
- Title II, Part A
- Title II, Part D
- Title III
- Title IV
- E-Rate
- Perkins

State Funds

- Iowa Early Intervention/Class Size Reduction Program
- Iowa Mentoring and Induction Program
- Iowa Programs for Returning Dropouts and Dropout Prevention--additional allowable growth

Regulatory Monitoring Venues for State and Federal Requirements

- CSIP**
- requirements submitted with program budgets,**
- assurances,**
- other requirements submitted electronically with the CSIP, and**
- comprehensive school improvement site visits**

CSIP Redesign Technical Assistance Goals

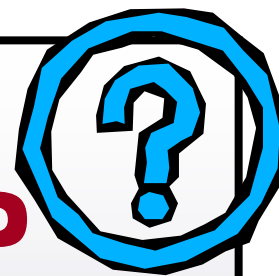
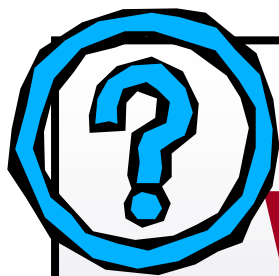
- **100%** of schools identify CSIP as functional in leading to improved results for all students
- **100%** of schools identify that CSIP technical assistance meets five stakeholder expectations
- **100%** of schools meet state and federal requirements submitted through the CSIP web-based design

Teaching and Learning Connections **Among State and Federal Programs/Initiatives**

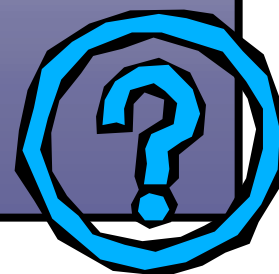
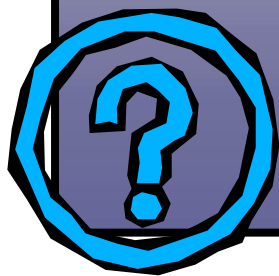
- State and federal programs/initiatives have the four constant conversation questions in common.
- The following four questions provide the CSIP framework. This redesign will ensure program consolidation and increase the alignment of efforts from multiple programs, initiatives, and advocates. **Everyone plays.**

Constant Conversations for Student Benefit CSIP Framework

- **What do data tell us about our student learning needs?**
- **What do/will we do to meet student learning needs?**
- **How do/will we know student learning has changed?**
- **How will we evaluate our programs and services to ensure improved student learning?**



**Why does this CSIP
framework redesign
provide the means for
“constant conversations”
that can remain the same
over time?**



“Constant Conversations”

- **State and federal laws and rules will change; however, these four questions are free of specific statute and rule.**
- **Programs, initiatives, and curriculum will change over time; however, these four questions are free of specific content.**
- **People in the system (instruction, support, leadership, and management) will come and go; however, these four questions are not “person” dependent.**

Comprehensive School Improvement

**Comprehensive School Improvement Plan (CSIP)
Teaching and Learning Connections**
State and Federal Consolidated Requirements—Non-Regulatory Guidance
October 2003

1. What do data tell us about our student learning needs?
2. What do/will we do to meet student learning needs?
3. How do/will we know student learning has changed?
4. How will we evaluate our programs and services to ensure improved student learning?



CSIP and Student Learning in Iowa

- **The following flowchart is intended to illustrate how Iowa schools plan, implement, and evaluate efforts to increase student achievement--the CSIP process focuses that improvement.**
- **The flowchart is intended to illustrate how improving student achievement requires capacity building, supports, and monitoring--across the LEA, the AEA, the DE, and other education organizations.**

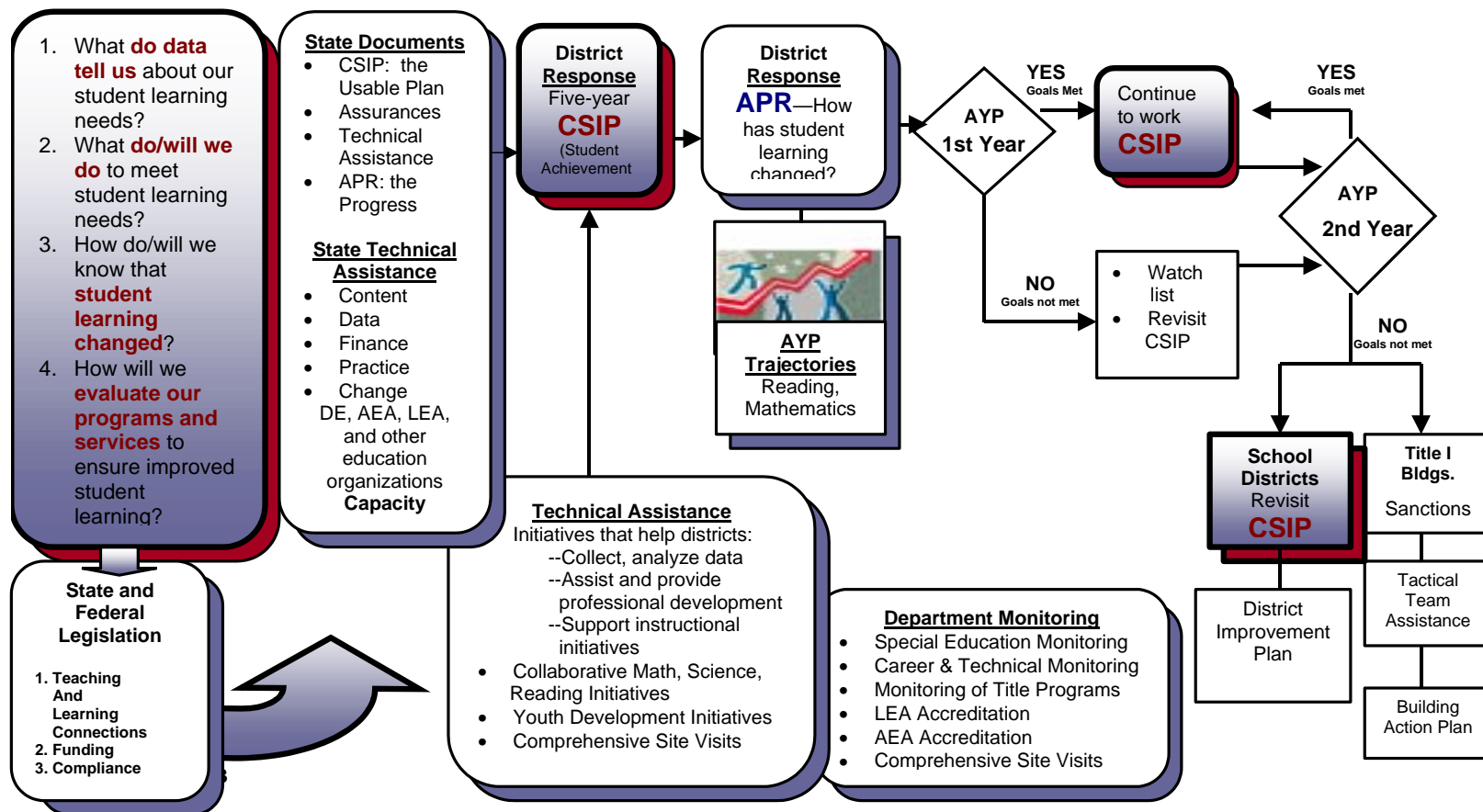
Comprehensive School Improvement

Planning, Implementing, and Evaluating Efforts to Increase Student Achievement in Iowa

Constant Conversations: Teaching and Learning Connections

Iowa Department of Education

October 2003



CSIP

Constant Conversation Questions and Sub-Questions

- Focus first on the CSIP document that contains the four constant conversation questions. This is the “common” framework for CSIP development.
- Consider using the document as a self-assessment. Which questions might be the most challenging at this point in your local comprehensive school improvement process?

CSIP

Web-Based Design

- You will enter answers to each of the four “constant conversation” questions into a new CSIP web-based system in spring 2004.
- Whether sub-questions are in the system is TBD--with your input.

CSIP

Web-Based Design

- **Level of detail placed in system will be worked out during the 2003-04 school year.**
- **No need to wait for the system--You have the Constant Conversations and CSIP requirements. Determine locally how your five-year plan will emerge from the process.**

What does a CSIP web-based design provide that paper does not?

- **Provides a public venue (accountability) for local aligned efforts to improve student learning. Access to your CSIP on the web will be public.**
- **Provides a timely plan that can be amended more efficiently.**

CSIP Web-Based Design

- **Provides a more efficient mechanism for state and federal funding program application.**
- **Provides potential for CSIP information and other state web-based data to be correlated (e.g., BEDS, APR, and licensure).**

Recommended Approach

- Focus first on CSIP holistically.
 - Explore **linkages** among local, state, and federal programs and initiatives.
 - Determine **planning priorities**.
 - Establish a **timeline** between now and September 15, 2004.

Recommended Approach

- Focus second on compliance with specific state and federal CSIP requirements
 - The Department has created this CSIP regulatory technical assistance document:

**Comprehensive School Improvement Plan (CSIP)
Rule/Statute Interpretation Matrix**

**Regulatory Guidance for the Consolidation of
State and Federal Programs and Initiative in
the CSIP**

CSIP Requirements

- The next slide contains the first page of the rule/statute interpretation matrix.
- This document is regulatory technical assistance and should not be construed as best practice in all cases.
- Consider using the last two columns as a “self-check” to ensure compliance.
- The web-based system will ask you to double check all requirements before you certify the information.

Comprehensive School Improvement Plan (CSIP) Rule/Statute Interpretation Matrix

Regulatory Guidance for the Consolidation of State and Federal Programs and Initiatives in the CSIP

- The CSIP is a district-wide planning tool that guides the instructional focus (goal priorities) for school districts and accredited nonpublic schools in Iowa. A CSIP does not contain all that a school does; it contains actions that are centered on improving teaching and learning, at a minimum, in the areas of reading, mathematics, science, and other local indicators for student achievement.
- The CSIP has several functions: 1) five-year vision/direction for alignment of school efforts, 2) five-year plan to improve teaching and learning, 3) five-year application for state and federal programs that support district goals.

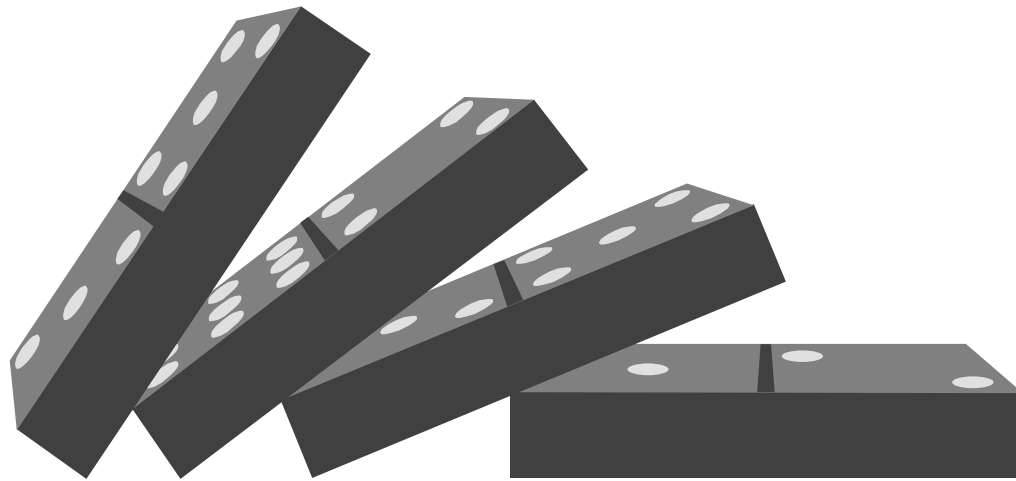
What do data tell us about our student learning needs?

Citation	Topic	Rule/Statute	Rule/Statute Interpretation	Noncompliance
281—IAC 12.8(1)(b)(2) and 281—IAC 12.7(1)(a)(1),	1. Long-range data analysis	<i>Chapter 12</i> The long-range needs assessment process shall include provisions for . . . analyzing. . . information derived from local, state, and national sources. The process shall include provisions for reviewing information acquired over time on the following: 1) state indicators and other locally determined indicators, 2) locally established student learning goals, and 3) specific data collection required by federal and state programs.	<ul style="list-style-type: none"> The process for collection and analysis of long-range needs assessment data is locally determined. The comprehensive school improvement plan (CSIP) must contain long range data collection and analyses for each of the following state indicators: <ol style="list-style-type: none"> Reading Mathematics Science Dropouts High school seniors intending to pursue post-secondary education High school students/indicators of post-secondary success High school graduates completing core program "Analysis" means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction. "Additional factors" are locally determined - indicators that impact student achievement in addition to state indicators for Iowa listed in 12.8(3)(a). 	<p>LRDA1. The comprehensive school improvement plan (CSIP) does not contain long range data collection and analysis over time. 281—IAC 12.8(1)(b)(2)</p> <p>LRDA2. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment for state indicators. 281—IAC 12.8(1)(b)(2)</p> <p>LRDA3. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally determined indicators. 281—IAC 12.8(1)(b)(2)(1)</p> <p>LRDA4. The comprehensive school improvement plan (CSIP) does not contain any evidence of long-range needs assessment analysis for locally established student learning goals. 281—IAC 12.8(1)(b)(2)(2)</p>

Westlake's CSIP Thinking Process

Question #1

What do data tell us about our student learning needs?



CSIP Thinking Process

Non-Regulatory Guidance Document

Constant Conversation Question

#1:

What do data tell us about our
student learning needs?

Westlake Community School District

- This document is the first of four guidance pieces about how one fictitious school district decides to “think through” a process that will lead it to a clear, concise, and usable CSIP designed increase achievement for all students.
- This document is not intended to provide a “one size fits all” thinking process. The plan that will eventually emerge from the details that follow will be locally determined.

Westlake's Thinking Question #1: Key Points

- This is the first of four guidance pieces.
- This is not a stand-alone document.
- The content provides a glimpse of only one district's thinking about Question #1.
- The content demonstrates a level of detail particular to this district's thinking.
- How much of this information will actually be placed in the CSIP web-based system will be determined over the coming school year.

Future Technical Assistance

- **Part II November 2003**

- Constant Conversation #1: “What do data tell us about our student learning needs?”
- (videotape and documents sent to schools)

- **Part III December 2003**

- Constant Conversation #2: “What do/will we do to meet student learning needs?”
- (videotape and documents sent to schools)

Future Technical Assistance

- **Part IV January 2004**

- Constant Conversation #3: “How do/will we know that student learning has changed (student data)?”
- (videotape and documents sent to schools)

- **Part V February 2004**

- Constant Conversation #4: “How will we evaluate our programs and services to improve student learning (implementation data)?”
- (videotape and documents sent to schools)

What are some next steps?

- Send CSIP contact e-mail address to Cheryl Syferd at cheryl.syferd@ed.state.ia.us
- Study the following for Question #1:
 - Westlake's thinking process
 - Question #1 sub-questions
 - Requirements for Question #1 from the regulatory guidance matrix
- Send questions for “What do data tell us about our student learning needs?” to Cheryl Syferd.

What are some next steps?

- **Begin with your data--to what questions about student learning do you want the answers? Use your DDL training.**
- **Where are the data? How reliable are the data?**
- **Who locally is involved in data management?**
- **The Department will tailor the November CSIP technical assistance package for Question #1 to questions schools submit.**

What are some next steps?

- **Take advantage of technical assistance opportunities provided through your AEA as they are appropriate to meet your needs.**
- **Schools are in different places with regard to comprehensive school improvement. Use resources suitable to your needs.**

Late November

- Expect to receive a videotape and materials that you can use at your discretion to assist you in answering Question #1, as they are appropriate to your needs.
- Part of this package will include documents for Question #2: “What do/will we do to meet student learning needs?”

Technical Assistance Goals

- **100% schools with usable plans for student benefit**
- **100% schools perceive that the five stakeholder expectations have been met**
- **100% schools meet requirements**

281 Chapter 12

Rules Interpretation Matrix

- **Document Purposes:**
 - To provide **consistent interpretation** for non-compliance determinations
 - To provide **clear interpretation** for non-compliance determinations
 - To ensure that all schools/school districts are **meeting accreditation standards**
 - To provide compliance information, but this document should not be construed to represent best practices in all areas

281 Chapter 12

Rules Interpretation Matrix

- Use the last two columns as a self-assessment to ensure compliance.
- “Locally determined” in the interpretation column means that the *level of quality* with regard to a particular requirement is decided by the school.
- Non-compliance statements define the point at which a school/school district is not meeting an accreditation standard.

281 Chapter 12 Rules Interpretation Matrix Reminders

- If a requirement does not apply to an accredited nonpublic school, this statement appears: *Note: This requirement applies only to public school districts.*
- It is important over time to periodically check the Department's web site to ensure that you are *using the most recent version of the Chapter 12 rules interpretation.* Statute changes and rule revisions/additions can happen every year.

**Thanks for all the work you do
to improve the lives of
students while they are in your
care.**

